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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the fifth grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the fifth grade curriculum. (MCF)

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Fifth Grade Activities Guide

1981

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1981

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College of Education
University of Missouri-Columbia

Project Director - Earl J. Moore

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University of Georgia Center for Continuing Education
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INTRODUCTION

The Fifth Grade Activities Guide is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See a Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *Subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision-making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Performance Indicator(s): Students will be able to: 1) list those situations in which they feel unhappy or angry.

Activity Objective

Students will become aware of situations in which they feel a variety of emotions.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: language or social studies

Materials/Resources: chalkboard, bulletin board

Educator's Preparation: Be familiar with entire activity.

Directions:

On the chalkboard draw a continuum line about ten feet long. If this is not possible, use masking tape on the wall to create a visible line. It should be high enough to be seen by the rest of the class when some of the students are standing in front of it.

Tell them that some pairs of responses are opposites. On the left end of the continuum line write the word "not." Leave the right end blank. Tell them that a person could feel afraid or not afraid or almost not afraid or right in the middle between "afraid" and "not afraid." To show their feelings they will place themselves at the corresponding point on the continuum line.

Explain that you are going to read a question with possible opposite responses. You will then ask for a few volunteers to show their individual responses to the question by placing themselves on the continuum line. You may want to give them a chance to explain their reasoning.

Remind the students that there are no "right" or "wrong" answers. Their responses are to be based on their own personal feelings. Be sure the learners feel "safe" sharing their feelings.

See the resource page for the situations.

Process the activity by asking the students to look through magazines for pictures of faces showing any of the responses they talked about. Have them mount the magazine pictures on colored paper and complete the following sentences on the paper:

I think this person is feeling _____.
I can tell by the _____.

Have the students tape up their completed papers at various points around the room. Leave them up so students can look at them during free times. They will also serve as examples of a wide variety of non-verbal feelings and responses.

Evaluation: Students should be able to:

- describe what they feel like when they are unhappy or angry
- list two different kinds of situations.

(See Evaluation Form for "Responses From A to Z.")

Use the following questions. You may want to use two separate sittings to work through the list.

1. You and the babysitter are home alone. It is a stormy night. You have made popcorn and are ready to watch television. Suddenly, it is dark and quiet. The electricity has gone off. What is your response? (afraid--not afraid)
2. You are visiting with your neighbor. He tells you that his cat has been gone for two weeks. What is your response? (sad--not sad)
3. Halloween is over for another year. What is your response? (happy--not happy)
4. You have gotten new crayons and you are busy coloring and drawing. Your father tells you that you must stop and come to the table for supper. What is your response? (angry--not angry)
5. You've been helping make and decorate cookies for the past hour. What is your response? (bored--not bored)
6. The teacher has just announced that the President of the United States is coming to visit your school tomorrow. What is your response? (excited--not excited)
7. The President of the United States has told you he wants to see more of your drawings. What is your response? (proud--not proud)
8. You have been asked to read a message from the President of the United States at a meeting of everyone in the school. What is your response? (nervous--not nervous)
9. Your teacher has just announced that there will be a class Valentine party this year. What is your response? (pleased--not pleased)
10. You are in the hospital. It is night and you have to stay until tomorrow morning. How do you feel? (alone--not alone)
11. Your birthday party is to begin in one hour. The telephone rings. It is your best friend calling to tell you that he or she is ill and cannot make it to the party. What is your response? (upset--not upset)
12. Your birthday party is over. The guests have gone home after staying for two hours. How do you feel? (tired--not tired)

Teacher _____

Date (8/ _____)

ACTIVITY EVALUATION FORM

Responses From A to Z
Self-Understanding Goal A Grade 5

Students are able to:

1. describe what they feel like when they are unhappy or angry
2. list two different kinds of situations

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. list
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13

Magic Circle

Self-Understanding
Goal B
P.L. 1
Grade 5

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will specify those personal characteristics and abilities that they value in themselves and others.

Performance Indicator(s): Students will be able to: 1) provide examples of personal characteristics and abilities in themselves and others.

Activity Objective

Students will discuss some things they can and cannot do, and how they feel in those situations.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies, language

Materials/Resources: three colors of yarn, drawing paper, crayons, an empty box

Educator's Preparation: Be familiar with entire activity; prepare yarn necklaces for small groups described below; caption mural paper "What I Do and How It Makes Me Feel," and post it on a wall over a table containing all materials.

Directions:

For this activity the students will be asked to tell two or three things they can do.

The "magic circle" is really two concentric circles. One third of the class is in the inner circle talking and listening to each other. The remaining two thirds of the students are in the outer circle observing. Groups trade places until all three groups have been in the inner circle. There is an advantage to this arrangement: the students are seated closer together than in a single circle. Thus, they can see and hear better, as well as feel more involved.

A time saver to help you divide the whole class quickly is to use three colors of yarn--red, yellow, and blue. Cut all colors into 24-inch lengths. Tie both ends of each piece together to make a yarn "necklace." If you have 30 students, prepare 10 red, 10 blue, and 10 yellow necklaces. To set up random small groups or teams, put all 30 necklaces into a hat, and have each student draw a necklace from the hat and wear it. This method is quick and easy for such things as relay teams and learning situations. Everyone can see at a glance who goes where.

Put the students with red necklaces in the inner circle. Put those with blue and yellow in the outer circle. Show the empty box. Have the students imagine that there is something in the box that we all have: it is called energy. Energy is the power or ability to work and to do things. Tell the

students that they have power, that they can do many things. Being able to do something causes us to feel proud. Ask those inner circle students to tell one or two things they can do that cause them to feel proud.

Tell them that there are times we can't do something. This can cause us to be sad, afraid, or angry. Go around the circle again, and let each student name something he or she can't do and what feeling this causes-- sad, afraid, angry, etc.

You may want to ask observers to summarize the statements of the inner circle speakers. Allow speakers to talk when ready, not necessarily in order around the circle.

Then have the Yellows exchange places with the Reds. Repeat the process: the Yellows talk, and the Reds and Blues summarize.

Then have the Blues exchange places with the Yellows. Repeat the process: the Blues talk, and the Reds and Yellows summarize after all Blues have spoken.

Have the students return to their seats and draw or find magazine pictures showing other things they can do. Have them paste their pictures on a piece of paper captioned "What I Do and How It Makes Me Feel." By looking at others' papers posted on the wall, they can identify abilities and characteristics of others.

Evaluation: Students should be able to:

- identify two other persons and provide two examples of personal characteristics and abilities for each of those
- provide three examples of their own personal characteristics and two personal abilities and how they feel about these

(See Evaluation Form for "Magic Circle.")

Coat of Arms

Self-Understanding
Goal B
P.I. 2,3
Grade 5

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will specify those personal characteristics and abilities that they value in themselves and others.

Performance Indicator(s): Students will be able to: 2) identify a variety of things that they value and 3) provide examples of specific personal characteristics and abilities that they value.

Activity Objective

Students will identify some things they value.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: coat of arms for each student, pencil

Educator's Preparation: Duplicate for each student a copy of Coat of Arms and be familiar with the entire activity.

Directions:

Have each student fill in an outline of a shield with the following for a personal Coat of Arms:

Box 1: Draw a symbol to represent your greatest success.

Box 2: Draw a symbol to represent your family's greatest success.

Box 3: Draw a symbol to show a place you dream about.

Box 4: Draw symbols to show two things at which you are good.

Box 5: Draw a picture to show what you would do if you had one year to live and would be a success at anything you do.

Box 6: On one half of the box write two words you would like used to describe you; on the other half write two words you would not like used to describe you.

(See resource page for Coat of Arms.)

Suggested Resource: Values Clarification by Simon, Howe and Kirschenbaum

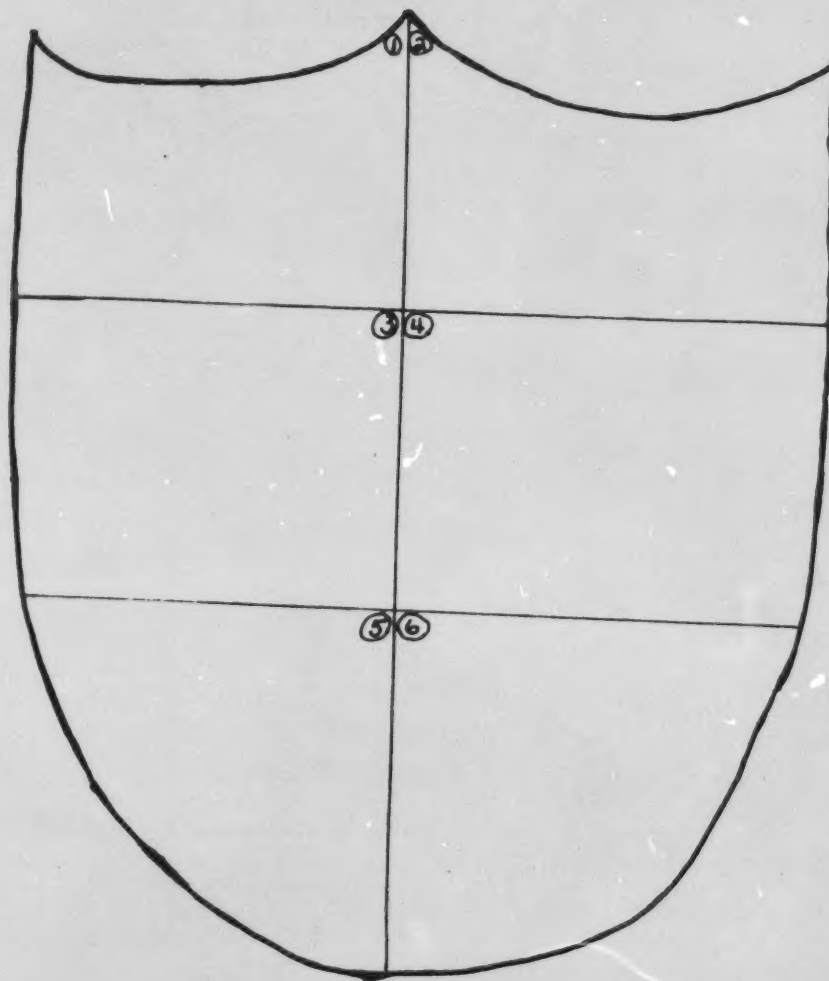
Discuss with the students the choices they made for their boxes. Let those who wish, share some of their values.

Evaluation: Students should be able to:

- define value and identify four things that they value
- provide three examples of personal characteristics and abilities they value in themselves and others

(See Evaluation Form for "Coat of Arms.")

COAT OF ARMS



Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Magic Circle *** Coat of Arms
Self-Understanding Goal B Grade 5

Students are able to:

1. identify two older persons and provide two examples of personal characteristics and abilities for each of those
2. provide three examples of their own personal characteristics and two personal abilities and how they feel about these
3. define value and identify four things that they value
4. provide three examples of personal characteristics and abilities they value in themselves and others

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

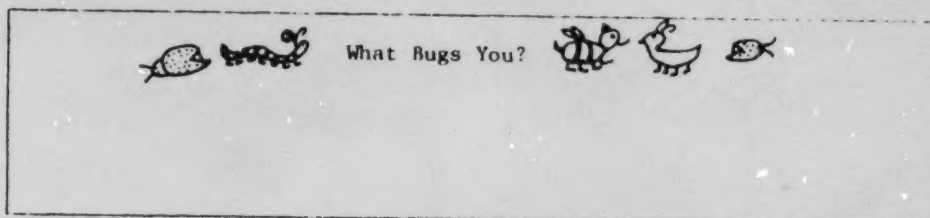
Student Name	1. older	2. own	3. value	4. personal
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Self-Understanding

Caption a bulletin board What Bugs You?. Ask students to think of some substitutes for the word bugs: annoys, irritates, bothers, upsets or makes you mad. Then have them draw a picture to illustrate this. Tell them not to name actions of specific people when they share their pictures in small groups. Then have them post their pictures on the bulletin board.



Have the students fill Compliment Envelopes for each other. Have each student write his or her name on an envelope. Divide the class into small groups. Give each student a small piece of paper for every person in his or her group. The students pass their envelopes to the right. They will look at the name of the person on the envelope and write a positive statement (compliment) about that person and drop the slip into the envelope.

Have the students read silently all the compliments in their envelopes when the activity is done.

Brainstorm with the students situations when they need to show self-control. Then brainstorm situations when adults exhibit self-control. Decide on three situations that are common to all age groups where self-control is sometimes needed (e.g., a late meal, a possession taken away from you, someone gets angry with you, uncomfortable clothes, etc.). Divide the students into small groups and have them act out with stick puppets or hand puppets how different age groups (e.g., baby, pre-schooler, their age, adult) would react to the different situations.

Create a cover for a booklet called SELF-CONTROL. Allow students to write paragraphs or stories and to illustrate different methods of self-control, situations where they have seen self-control in practice, differences in the self-control used by various age groups, etc. Culminate this week-

long project by putting all the illustrations and writings into the booklet. Let the students enjoy seeing their work during free time.

The following supplementary activity sheets might be helpful in teaching the concepts found in Goal A.

Watch Out!

Getting **angry** isn't fun,
but we all feel that way sometimes.

Draw something that
makes you feel
angry.

Draw how you get
your **angry** feelings
out without hurting
yourself or others.



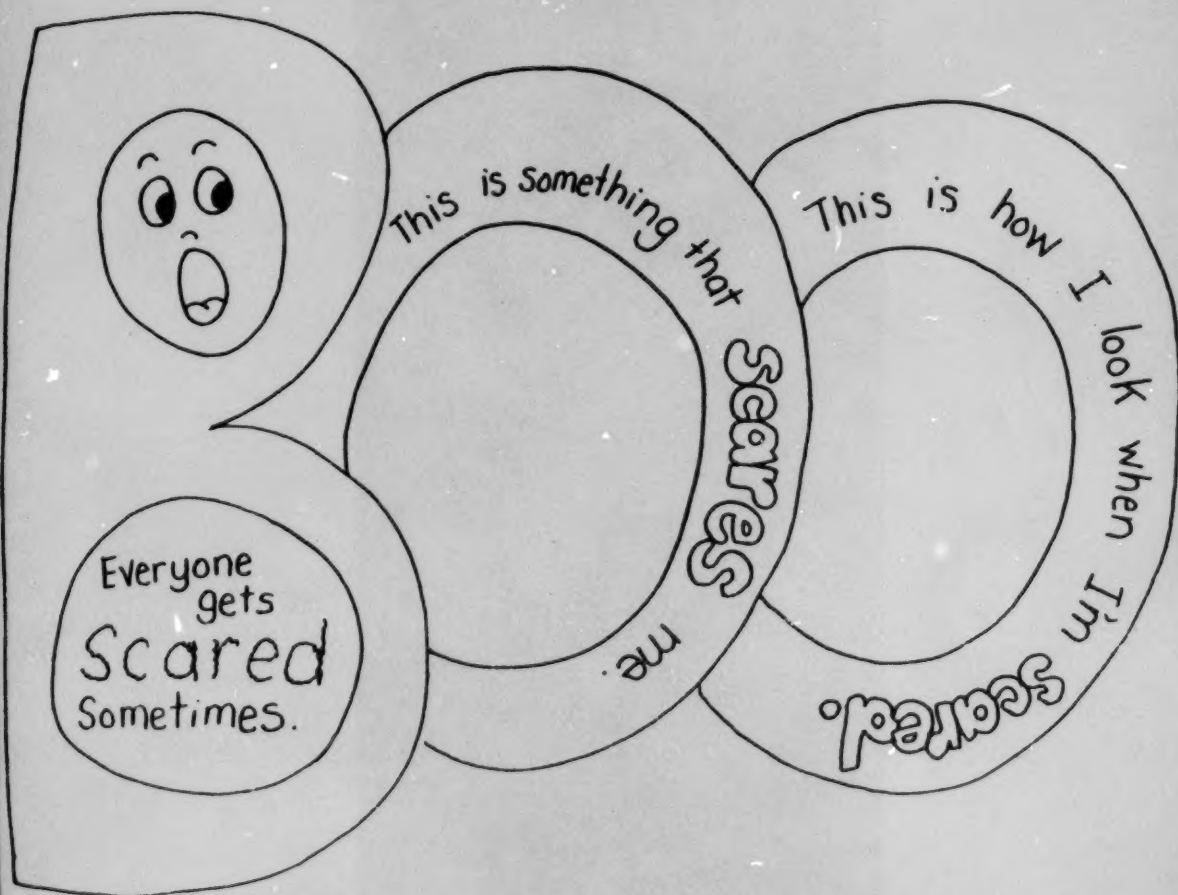


Being Lonely

When do you feel lonely?

What do you do when you feel lonely?

What's the difference between being alone and being lonely?



SELECTED FIFTH GRADE ACTIVITIES AND IDEAS
INTERPERSONAL RELATIONS

Cooperation

Interpersonal
Relations
Goal C
P.I. 1,2,3
Grade 5

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will indicate methods that lead to effective cooperation with children and adults

Performance Indicator(s): Students will be able to: 1) describe cooperation as working together toward a common goal 2) describe methods that lead to effective cooperation 3) indicate which methods they use in cooperating with children and adults.

Activity Objective

Students will define cooperation and discuss methods that lead to effective cooperation.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: language arts

Materials/Resources: none

Educator's Preparation: Be familiar with entire activity.

Directions:

Introduce the activity by telling the students you have some situations for them to act out or role play. You will have two teams for each situation. In these situations they will be practicing with cooperation. Discuss cooperation as when two or more people work together toward a common goal. For each situation the first team will act out the scene with no cooperation. The second team will act it out with total cooperation.

Following each roleplay, the "actors" will answer your questions by placing themselves on the continuum line which you prepared in Activity Three.

Here are some questions to follow the no-cooperation roleplay:

Show how you felt when your partner had the object, and you couldn't get it.

Show how you felt when you had the object, and your partner couldn't get it.

Here are some questions to follow the total-cooperation roleplay:

Show how you felt when you were making your plan to cooperate.

Show how you felt when you had finished cooperating.

Insert a ✓ on the continuum where they are standing. Follow each roleplay with the appropriate questions.

The following are the roleplaying situations:

Two people both want to write, but there is only one piece of paper.

Two people both want to look at the same book.

Two people both want a piece of pie, but there is only one left.

Two people both want to play with the same ball.

Process the activity by asking the students to think of another time when they were cooperating with a friend. Have them give examples of what methods of cooperation they used. Ask them to give words to describe their feelings at that time. You may want to close by saying something like, "It feels good to cooperate." Students may want to make illustrations which you can display and then assemble into a booklet for the classroom chalk ledge.

Evaluation: Students should be able to:

- describe cooperation as working together toward a common goal
- describe two situations where they have showed cooperation
- describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participating, encouraging, and communicating perceptively
- describe two ways they cooperate with children and adults and which of the methods of cooperation they used at those times.

(See Evaluation Form for "Cooperation.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Cooperation
Interpersonal Relations Goal C Grade 5

Students are able to:

1. describe cooperation as working together toward a common goal
2. describe two situations where they have showed cooperation
3. describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participating, encouraging, and communicating perceptively
4. describe two ways they cooperate with children and adults and which of the methods of cooperation they used at those times

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. situations	3. methods	4. two ways
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Interpersonal Relations

Watch people around you at school, at church, at home, at the store, and in your neighborhood. Make a short list of the ways you see people show pride in what they do.

Allow students to complete this as homework. Then arrange them in small circles to share their observations with each other.

Explain to the class that you will be distributing an activity sheet that will help them look closer at the relationships they have with their family members. Discuss what relationship means. They will not be sharing their answers with anyone else. Discuss the meaning of private. You might want to fill out a hypothetical activity sheet to help students who might have questions. When they are finished completing the handouts, you will collect them and destroy them. Then if the students wish, they might want to discuss what they learned from this activity. The following is an example of a possible activity sheet:

RELATIONSHIPS ARE DIFFERENT BECAUSE PEOPLE ARE DIFFERENT

1. List the names of the members of your family living in your home and their relationship to you.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What is a relationship? _____

3. Who do you feel closest to in your family? _____
_____.
4. Who do you get angry with most often in your family? _____
_____.
5. Who do you spend most of your time with in your family? _____
_____.
6. If you are sad, who in your family cheers you up? _____
_____.
7. If you are angry, who in your family helps calm you down? _____
_____.
8. If you are happy or excited, who in your family do you like to share your feelings with? _____
_____.
9. What do you like about your family? _____
_____.
10. What do you not like about your family? _____
_____.
11. How can you help to make your family relationships happier? _____

_____.

Discuss with students what cooperation means and how they cooperate with others (both children and adults). Divide the students into small groups and discuss that they will now get practice in cooperating with each other. Assign each group a topic to present to the class in any way they wish. Brainstorm with the entire group different means of presenting or teaching. Indicate to the students that after the presentation is over, they will be evaluating each of the other members of their group as to how well they cooperated. The evaluation form on the following page might prove useful for group members.

EVALUATION OF GROUP MEMBERS' COOPERATION

NAMES OF STUDENTS

EVALUATION OF GROUP MEMBER'S COOPERATION

Got the job done

Willingly accepted and completed
his or her share of the work

Was helpful to others

Was dependable

Helped actively in planning

Turned in written work on time

Spent time outside of class
working on the problem

Used many sources of information

Showed initiative (didn't wait
to be told what and how to do)Organized material so that meaning was
seen by othersUsed visual materials in an
effective way

- Rating Scale:
1. Superior, outstanding performance
 2. Above average in our group
 3. Below average in our group
 4. Inferior, very poor performance

Discuss with the students how they can use the same behavior with different age groups and get different results. Brainstorm situations when they have experienced such reactions. Then introduce an experiment they will take part in. Teach the class a joke that they enjoy (one that is funny to them). Then ask them to tell their joke to persons of different ages (babies, adults) and to remember or write down their reactions. The next day, draw the following chart on the board:

Babies	Preschoolers	K-3	4-6	Teenagers	

Complete the chart using the input from the reactions the students received.
Draw conclusions about how people of different ages behave differently.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Acting Assertively

Expressing Ideas
Goal B
P.1.1,2,3
Grade 5

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.

Performance Indicator(s): Students should be able to: 1) describe individual and group situations where assertive behavior can appropriately be used 2) indicate what criteria should be considered when determining whether or not to use assertive behavior and 3) predict some consequences of assertive behavior in a variety of situations.

Activity Objective

Students will discuss when it is appropriate to use assertive behavior and some possible consequences of that behavior.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: language arts

Materials/Resources: resource page

Education's Preparation: Be familiar with entire activity.

Directions:

Review with the students the definitions of assertive, non-assertive, and aggressive behaviors. (See resource page.) List some possible situations and have students tell if it would be appropriate to use assertive behaviors in the situations. Some example situations might be:

- when someone cuts in line
- when your teacher wants an assignment that you have not finished but is due
- when someone breaks something that is yours
- when someone wants to meet someone new
- when persons are being too noisy in the library
- when a clique is trying to exclude you.

Discuss how they decide whether or not to use assertive behavior. Some criteria they might want to consider include:

- Will the behavior enhance their own self-respect and dignity?
- Will the behavior interfere with others' safety or self-respect?
- What possible consequences might occur from using such behavior?
- Are the risks involved acceptable?

You may want to have the students take turns roleplaying the situations listed at the beginning of the activity. As each situation is roleplayed, have the class discuss if the situation was appropriate for assertive behavior and the consequences of that behavior.

Evaluation: Students should be able to:

- describe one individual and one group situation when assertive behavior would be appropriate
- indicate what criteria should be considered when determining whether or not to use assertive behavior
- describe two situations when assertive behavior could be used and predict some possible acceptable and unacceptable consequences of the assertive behavior.

(See Evaluation Form for "Acting Assertively.")

DEFINITIONS

1. Assertiveness--recognition and expression of an individual's wants, values, needs, expectations, dislikes, and desires without interfering with the safety, self-respect, or rights of others.
2. Non-assertiveness--the "bottling up" of emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills. Non-assertive persons are often depressed, have poor self-concepts, and see themselves at the mercy of the world around them.
3. Aggressiveness--getting needs met at the expense of someone else's dignity, safety, or self-respect. It is possible that aggressive persons might even act non-assertively in some situations, only to lose control and explode at the next unsuspecting person.

The following are references which can be used for concept clarification:

- Alberti, R. E. and Emmons, M. L., Your Perfect Right. San Luis Obispo, California: Impact, 1974.
- Cotler, S. B. and Guerra, J. J., Assertion Training, A Humanistic-Behavioral Guide to Self-Dignity. Champaign, Illinois: Research Press, 1976.
- Jakubowski-Spector, P., An Introduction to Assertive Training Procedures for Women. Washington, D.C.: APGA Press, 1973.
- Selig, M. R., Assertiveness Training for Young People, The School Counselor, November, 1976.

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Acting Assertively
Expressing Ideas Goal B Grade 5

Students are able to:

1. describe one individual and one group situation when assertive behavior would be appropriate
2. indicate what criteria should be considered when determining whether or not to use assertive behavior
3. describe two situations when assertive behavior could be used and predict some possible acceptable and unacceptable consequences of the assertive behavior

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

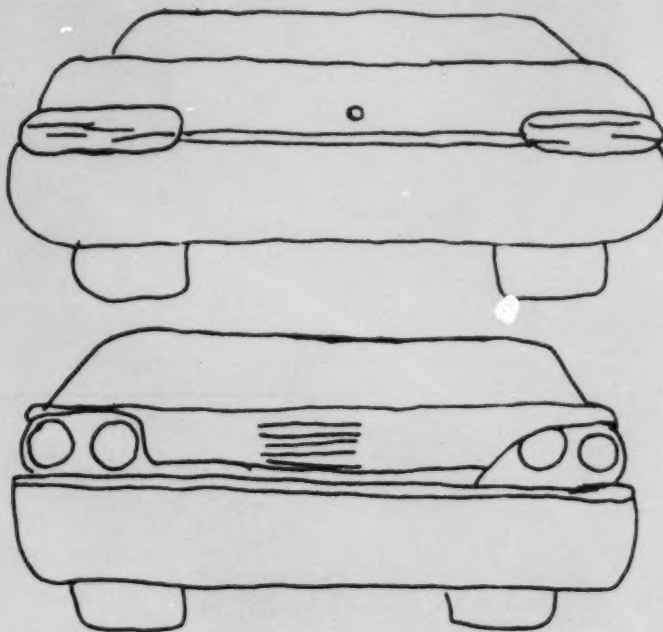
Student Name	1. appropriate	2. criteria	3. describe
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Expressing Ideas

Persons sometimes put bumper stickers on their cars to communicate some of their beliefs, feelings and thoughts to others. What kind of sticker would you put on a bumper? What message would you communicate to someone else? Here are two bumpers for you to use--one front and one rear.



Learning to express one's desires and values without infringing upon the rights of others or interfering with others' safety or self-respect is a basic step in learning to be assertive. Being assertive in certain situations sometimes carries too much risk for students, particularly in situations dealing with adults who view assertiveness as a threat to their authority. Have students write out on separate sheets of paper example situations of using assertiveness--one with a younger person, one with a peer, and one with an adult. Fold these examples and place them in a bowl. Then allow students to draw out a situation, read it, and discuss if s/he agrees with that example, why, and if s/he would act the same way.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS
GATHERING AND PROCESSING INFORMATION

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will recognize what a life style is and what influences their own life styles.

Performance Indicator(s): Students will be able to: 1) describe what constitutes a life style, 2) describe a variety of life styles and the factors that influence those life styles, and 3) describe their own life styles and factors that influence those life styles.

Activity Objective

Students will discuss life styles and the factors that influence life styles.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: social studies, language

Materials/Resources: drawing paper, colors

Educator's Preparation: Be familiar with entire activity.

Directions:

Ask students to tear a piece of paper in seven smaller pieces. On each piece they will write one of the following:

- camper
- mansion
- cabin by the lake
- city apartment
- house in a city suburb
- house in a small town
- mobile home

The question is "Where would you prefer to live?"

Now ask students to rank order these in a priority setting; that is, arrange the strips so their first choice is on top, their second choice is under that, etc.

Now arrange students in small groups. Have them take turns explaining their rank order, especially their first and last choices.

Now ask them to focus on their first choices. Ask them to imagine themselves in the various homes they have chosen. Ask them to close their eyes and make images in response to the following questions.

- Where is your home?
- How is the weather?
- What do you do for recreation?
- Do you have other choices?
- Are you married?
- Do you live alone?
- Is it crowded?
- Can you have privacy?
- Is this an expensive home?
- How did you get the home?
- Is it close to your relatives?
- Do they come and visit?
- Where do you work?
- How far is it from where you live?

Explain that they have been thinking about their life styles; that is, the way they choose to live. Have students share the life styles they have been imagining. Discuss the differences and how something that is important to one person may not be important to the other. Have students discuss various factors they think could influence theirs' or others' life styles (e.g., poverty, wealth, education, parents).

Have students draw pictures of their dream houses, including things they want in their life styles.

Evaluation: Students should be able to:

- define life style
- describe two different life styles and one factor that influenced each life style
- describe their personal life style and two factors that helped influence it.

(See Evaluation Form for "My Dream House.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

My Dream House

Gathering and Processing Information Goal A Grade 5

Students are able to:

1. define life style
2. describe two different life styles and one factor that influenced each life style
3. describe their personal life style and two factors that helped influence it

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. different	3. personal
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Gathering and Processing Information

Have the students think of an important event, person, place or thing in their lives thus far. They should write it on a piece of paper. Together have them help you list phrases that describe the event, person, place or thing. Then describe how this event, person, place or thing has had an influence on their life style. Divide the students into small groups and have them share their papers with each other.

Divide the class into small groups. Have each group prepare a dramatization of a television commercial dealing with ways information is compiled:

- library card catalogs
- telephone books
- dictionaries or encyclopedias
- computers

An alternative would be to have students prepare posters of the above television commercials.

Invite a panel of community workers to the classroom to discuss the stereotypes that exist for their jobs and how those stereotypes affect them. On another day invite a panel of persons representing different groups of people (e.g., teenagers, women, blacks, Jews, Hispanics, American Indians, etc.) and let them discuss stereotypes that exist for them and how they affect their lives. Whoever arranges these panels will want to screen and prepare the participants thoroughly before allowing them to talk before the class.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS
RIGHTS AND RESPONSIBILITIES

Quality or Quantity?

Responsibilities
Goal D
P.I. 1,2,3
Grade 5

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Performance Indicator(s): Students will be able to: 1) discuss the concept of "quality" as it pertains to products or services the consumer is interested in 2) describe the ability to compare as a consumer skill and 3) discuss why the ability to compare and to determine quality are important for consumers today.

Activity Objective

Students will discuss how the ability to determine quality and to compare are important consumer skills.

Activity

Total Time: two or three class periods

Suggested Subject Matter: language, social studies

Materials/Resources: copy of resource page for each student

Educator's Preparation: Duplicate copy of resource page. Be familiar with entire activity.

Directions:

Ask students to watch television for an hour at home and list each product they see advertised. Allow a few days for them to return with their lists. It may be helpful to send home a duplicated letter explaining the assignment and what the learners are to do.

When the students return with their lists, copy them onto the blackboard. Group together products that are similar. Discuss the concept of quality. Explain how products can have differing degrees of excellence and we usually want a product with the highest quality.

Introduce the concept of comparing. Discuss the things they should be interested in when comparing: quality, price, style or kind, appropriateness, and quantity.

Hand out the resource page and explain that they will have a chance to consider some of the characteristics important to them. Have them fill in the sheet individually. When everyone is done, bring the class together for a discussion. Ask them to list and discuss reasons why the ability to compare and determine quality is important for them. Their reasons should include:

- wise use of their money
- less chance of getting cheated
- best choice to fulfill their needs or desires

You may want to repeat this discussion using other products they listed on the blackboard.

Evaluation: Students should be able to:

- define quality and describe two things a consumer looks for when determining quality
- describe the ability to compare and three characteristics consumers may want to compare
- discuss two reasons why the ability to compare and to determine quality are important.

(See Evaluation Form for "Quality or Quantity?")

CONSUMER PROFILE SHEET

Name _____

As a consumer, how do you feel about bar soaps? Have you ever thought about what it is that you personally like about them? Complete the rating below to establish your consumer preferences.

Type of Soap

There are at least five basic types of bar soaps you could use. Rate the soap you least prefer as 1, and the soap you most prefer as 5. Other soaps will fall in between on this scale.

Beauty Soap _____
Deodorant Soap _____
Heavy Duty Soap _____
Natural Soap _____
Medicated Soap _____

Qualities of Soap

Consumers look for special qualities in bar soaps that appeal to their personal preferences. Rate the one you prefer least as 1 and the quality you prefer most as 5. Fill in the scale.

Lathers Well _____
Does Not Dry _____
Skin _____
Effective _____
Against Skin _____
Bacteria _____
It Is Mild _____
It Smells _____
Fresh _____

Size of Bar

Bar soap comes in three basic sizes. Hand soap is the smallest size. Bath size soap is a medium size bar and family size is the largest bar. Rate the one you prefer least as 1, and the bar you prefer most as 3. Fill in the scale.

Hand Size _____
Bath Size _____
Family Size _____

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

(Quality or Quantity?
Rights and Responsibilities Goal D Grade 5

Students are able to:

1. define quality and describe two things a consumer looks for when determining quality
2. describe the ability to compare and three characteristics consumers may want to compare
3. discuss two reasons why the ability to compare and to determine quality are important

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. quality	2. describe/compare	3. reasons important
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Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will realize that people obtain rewards for their work.

Performance Indicator(s): Students are able to: 1) describe the concept of reward 2) describe a variety of rewards people obtain for their work 3) recognize the two basic types of rewards

Activity Objective

Students will discuss rewards for work and recognize two types of rewards.

Activity

Total Time: five class periods

Suggested Subject Matter Area: social studies

Materials/Resources: three sets of paperwork for students to complete, treats, pencils, paper, crayons, chalk, chalkboard, felt-tipped pens, paints

Educator's Preparation: be familiar with entire activity, success-insured paperwork for students to complete, prepare reward systems for each day

Directions:

On the first day introduce the activity. Discuss the following items:

- What is work?
- Name some people who work.
- Why do people work?
- What does reward mean?
- Name a reward for working.
- What are your school work tasks? (write, draw, cooperate, play, sing, etc.)
- Do you color? cook? fix the light? write your name? tie your shoe? read?

Explain that for the next four days the class will be learning about different rewards for working. Then explain the papers students are to complete in this session. Tell them that, as the paper is finished, each student will be paid with something--a treat. Show the fast finishers what they may do while the others are still working.

MATERIAL PAYMENT: Bring raisins, nuts, or other treats for each student. On the second day explain the paperwork. Tell the students that today's reward is a special privilege. As each student finishes the paper have them draw a privilege slip from the "hat." Read it aloud and let them do the privilege. Be sure that everyone gets to spend at least ten minutes on the privilege activity.

ADVANCEMENT: Write up a list of special privilege activities (one per student). They might be:

- sit at the teacher's desk
- ride in the desk chair (if it has wheels)
- chat with the principal
- talk with a friend
- draw on the chalkboard
- look out the window
- read a library book

On the third day explain the paperwork. Explain that today's reward is recognition: that is you get attention for doing the work. Have them put their completed papers on the bulletin board,

RECOGNITION: Clear a bulletin board and caption it "SEE WHAT I CAN DO!"

On the fourth day introduce the concept of personal satisfaction. Have the children sit in a circle and name some work they have done that made them feel good inside and proud. Tell them that satisfaction is also a reward of work. It is a good feeling or pleasure that comes from inside and not from anyone else.

PERSONAL SATISFACTION: Since this comes from within, this reward system will consist of a discussion of personal satisfaction with students telling about something they did that made them feel proud.

On the fifth day review the four kinds of rewards the class experienced during the week. Ask children to raise hands to show which one they liked best. Also discuss:

- Are you happy inside when you finish work?
- Do you feel good when you can show others your work?
- Is it important for you to be able to do special things that others are not allowed to do?
- Have you ever worked at something that was not appreciated by someone else?
- Does reward for you always have to come from someone else?

Discuss with the class that these rewards fall into two basic categories: extrinsic and intrinsic. Extrinsic rewards come from other people and include treats, special privileges, and recognition. Intrinsic rewards come from within ourselves and include feeling good, happy, proud, etc.

Evaluation: Students should be able to:

- describe reward as return made for something done
- describe three different rewards people get for their work
- recognize that there are extrinsic rewards and name one
- recognize that there are intrinsic rewards and name one

(See Evaluation Form for "What I Can Do.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

What I Can Do

Rights and Responsibilities

Goal E

Grade 5

Students are able to:

1. describe reward as return made for something done
2. describe three different rewards people get for their work
3. recognize that there are extrinsic rewards and name one
4. recognize that there are intrinsic rewards and name one

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. three rewards	3. extrinsic	4. intrinsic
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Rights and Responsibilities

Invite to the class a few parents who now have or had children of this age. (It may be more comfortable if the parents do not have children in your group of students.) Ask the parents to describe the rights and responsibilities of their fifth graders at home. Have them describe what they expect of their fifth graders as family members. Ask them to explain the importance of these rights and responsibilities. Have them tell why young people have to do things when adults could do them sometimes better, easier and faster. Ask them to describe some of their anxieties while watching their fifth grade students learn to handle their rights and responsibilities.

Invite a panel of "experts" (students) from the junior high school to explain all the responsibilities of learners at that level. If possible, get one student to represent each of the subject matter areas to tell what kinds of skills have helped them in that area.

Divide students into six small groups. Explain that study habits consist of the following patterns:

- completion of tasks
- completed on time
- neatness
- wise use of time
- planning ahead
- organization of work

Assign to each group one of the above patterns to make into a television commercial. Invite another room to come see all six commercials on good study habits.

Have the students write letters to Representatives seeking their views on taxes at the different governmental levels. Show them that the appropriate mailing address and forms of address can be found in the back of the Webster's dictionary.

Have the students think about a kind of business they might like to own. They may want to use the telephone directory yellow pages for ideas. Have them describe the business and what they would like to sell.

Then discuss that they will be concerned with the quality of the product or service they sell. Brainstorm what characteristics they would look for in determining quality (e.g., good materials, workmanship, durability, accomplishment of purpose, etc.). Have the students draw an advertisement for what they are selling. Have them point out its quality characteristics in the copy. Post these "ads" around the room.

Have the students each survey five adults, asking the questions, "Why are you working?" "What rewards do you get from your job?"

Help the students tally the responses (on the chalkboard) in various categories.

Then help them prepare a bar graph to show the results. To do this you can give them graph paper. On the overhead projector you can use a transparency of graph paper. Put numbers of responses in the tens along the left side. Then put the categories of rewards along the bottom.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS
VALUING AND DECISION MAKING

Value Questionnaire

Valuing and
Decision Making
Goal A
P. 1. 1,2,3
Grade 5

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will describe how their values influence what they do.

Performance Indicator(s): Students will be able to: 1) provide examples of their values 2) provide examples of their various activities 3) discuss how their values influence what they do.

Activity Objective

Students will discuss how their values influence their activities.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: copy of values questionnaire for each student

Educator's Preparation: duplicate copy of values questionnaire for each student

Directions:

Review the meaning of "values" and brainstorm different values people hold. Hand out the following questionnaire (see resource page). Ask each student to fill it out. After the forms are complete, discuss with the class the answers they gave. Discuss how their values influence their activities and what they do.

Evaluation: Students should be able to:

- provide two examples of things they value
- provide three examples of their favorite activities
- discuss how their values are influencing what they do

(See Evaluation Form for "Value Questionnaire.")

VALUE QUESTIONNAIRE

1. What two things do I think are important?
 - a.
 - b.
2. What do these values mean in my daily life?
3. What behavior might I change so that what I do represents my values?
4. What can I do to increase my chances for living according to my values?
5. What might make my values change in the future?
6. How do my values differ from those of other individuals in my class?
7. How are my values the same as those of other individuals in my class?

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Value Questionnaire
Valuing and Decision Making Goal A Grade 5

Students are able to:

1. provide two examples of things they value
2. provide three examples of their favorite activities
3. discuss how their values are influencing what they do

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. value	2. activities	3. influencing
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Valuing and Decision Making

Divide the class into small groups. Have them take turns telling about a time when they felt someone "made them get into trouble." After each volunteer has spoken, let the listeners each write on a slip of paper one other alternative the speaker could have chosen. Collect these in a "hat." Have the speaker draw several slips and read them aloud. Help the students see that we do have choices. It is up to us ourselves to decide. What we do is our own decision.

Have students role play a situation where a group of children is trying to pressure a youngster into doing something that will violate their own personal values. Process the role play by asking volunteers to describe how they might feel being pressured in the same situation. Tell the students that, no matter how great the pressure, ultimately they must choose and be responsible for what they will do.

To help students identify the variety of decisions they usually make each day, give them a copy of MY DECISIONS LIST to be filled out during a 24-hour period. When the handouts have been finished, have the students discuss what they learned. Then have them mark the three most important decisions on their lists. Then have them mark in different ways those decisions they were happy with and those they were not happy with.

DECISION I MADE	WHEN	WHERE

Tell students that they will be planning some imaginary restaurants. Divide the class into small groups of three or four students. Tell them to begin by choosing a name for the restaurant and then a decor or theme. They can then plan three or four appropriate meals and then think of clever ways to list them on the menu so they fit in with the decor and name of the restaurant. Be sure they remember to include something from each of the basic four food groups in each menu plan. To summarize, have them outline the decisions that needed to be made:

- I. Open a restaurant
 - A. When
 - B. Where
 - C. Money
- II. Style of the restaurant
 - A. Name
 - B. Theme
 - C. Decor
- III. Meals in the restaurant, etc.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS
ACHIEVEMENT MOTIVATION

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will define the meaning of "goal" and describe some goals they have achieved.

Performance Indicator(s): Students should be able to: 1) define the meaning of goal 2) describe some goals they have now 3) describe some goals they have already achieved.

Activity Objective

Students will define "goal" and discuss some goals they have now and some they have already achieved.

Activity

Total Time: two class periods and a third about four weeks later

Suggested Subject Matter Area: language

Materials/Resources: pencils, writing paper

Edicator's Preparation: prepare transparency of the resource page, duplicate for each student a copy of the resource page, be familiar with entire activity

Directions:

Ask the students to take out a scrap of paper. Tell them about some of your personal goals, those you have attained and those you have not (losing weight, finishing graduate work, answering letters promptly, getting lesson plans done before they are due, etc.) Rate yourself 1 if you never attain your goals, 2 if you sometimes attain your goals, and 3 if you always attain your goals.

Tell the students to jot down a few of their goals and rate themselves--1, 2, or 3.

Then ask:

- Why do we set goals? (we want to do or change something)
- Do you always reach your goals?
- Why do things always seem to turn out right for some people and not for others?
- How can we make things "turn out" for ourselves?

Careful planning and hard work are the answers. (Show students the transparency of the resource page.) Read each box from left to right. Ask students to raise hands to show where they place themselves on the continuum. Begin at the left. Point to each box as you read it.

Now ask students to stand if they would like to have more control over their own lives. Tell them that we're going to look at a method to "get it all together." That method is planning. It will also help you feel good about yourselves. Planning helps save time, effort and money.

Ask students to think of a goal they would like to attain in the next month. Distribute copies of the resource page. Ask them to write that goal on the top lines. Distribute writing paper. Students will answer all the questions on the BEFORE side. Collect these resource pages.

After a month, take out the pages and have students evaluate themselves: they will answer the AFTER questions on a separate sheet of paper.

Put the finished pages in the Planning Folders.

Have students take turns making "I learned . . ." statements about planning.

Evaluation: Students should be able to:

- define "goal" as something they are aiming for
- describe two goals they presently have
- describe one goal they achieved before they started school
- describe two goals they have achieved while in school

(See Evaluation Form for "Planning Power.")

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

Planning Power

Achievement Motivation

Goal A

Grade 5

Students are able to:

1. define "goal" as something they are aiming for
2. describe two goals they presently have
3. describe one goal they achieved before they started school
4. describe two goals they have achieved while in school

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. presently	3. before started	4. while in
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PLANNING CONTINUUM

Nothing in
my life is
planned.

I let others
make plans
for me.

Some things
I plan -
other
things
"just happen."

I make
plans with
the help
of others.

I plan
everything in
my life
without the
influence
of others.



PLANS

My realistic goal _____

BEFORE

EFFORT

1. What will you have to do?
2. Do you need more information?

TIME

3. By when?
4. How much time per day?
When?

MONEY

5. How much will it cost?
6. Can I afford it?

AFTER

1. Did you do it as well as you could?
2. Did you get the needed information?
3. Did you "make it?"
4. Did you follow your schedule?
5. Were there any hidden costs?
6. Did it cause you any money problems?

Betty, Mini, and Hope

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe task analysis and how it contributes toward task accomplishment.

Performance Indicator(s): Students should be able to: 1) define task analysis and discuss the steps it involves 2) discuss how task analysis keeps them working toward final task accomplishment.

Activity Objective

Students will define task analysis, the steps it involves, and how it helps in task accomplishment.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: social studies

Materials/Resources: pencils for each student, a jar of Italian seasoning herbs (optional), ingredients listed in recipes (optional)

Educator's Preparation: be familiar with entire activity, duplicate for each group a copy of the resource pages

Directions:

Ask the students to imagine themselves in a kitchen for this activity. A cook has to use many skills in the kitchen. Ask the class to suggest things a cook needs to be able to do. Yes, following directions is very important. Yes, taking the steps in order is very important: a cake gets frosted after it's baked, not before. But there are many things a cook has to figure out. Things like gathering ingredients and utensils. Figuring out what went wrong if the finished product doesn't turn out the way it should.

Distribute copies of the recipes on the resource page. Ask students to select a recipe that they would like to read and find a partner who wants the same recipe. (If you have 30 students you can have 10 work with each of the three recipes. This will increase familiarity in case you later want to let the students actually prepare a whole meal for a special occasion or for multiplying fractions.)

Then distribute copies of the resource page, STEPS IN A TASK. Read through the whole sheet as students follow along. Where necessary, have students give examples for clarification.

Tell them that many of our life tasks involve doing lots of little things in order, then evaluating the results. Tell them to use the resource page, STEPS IN A TASK, when they have other tasks.

Process this activity by explaining that they have been using task analysis. Explain that this is done when a person takes a task and follows the steps to completion. Discuss how this process helped them in completing the recipes. Have the students give examples to show how this process is helpful in completing other tasks.

Evaluation: The students should be able to:

- define task analysis as looking closely at a task and deciding why or how it should be done
- discuss the following steps in task analysis: determine the purpose of the task, break the task into smaller parts, determine if the task parts have to be done individually or need others, decide the order to complete the task parts, and plan a means of evaluating progress
- discuss two ways task analysis keeps them working toward final task accomplishment

(See Evaluation Form for "Betty, Mini, and Hope.")

RECIPES

BETTY CROCKER'S COLE SLAW

Ingredients

2½ cups finely shredded, chopped or grated cabbage
1 tsp. salt
salad dressing or mayonnaise mixed with a little cream

Procedure

Place cabbage in vegetable crisper or covered dish in refrigerator for two or more hours.

Then sprinkle with the salt. Moisten with salad dressing or mayonnaise.

Toss lightly with a fork. Serve immediately.

Serves 4 people.

MINI PIZZAS

Ingredients

1 can of 10 refrigerator biscuits
½ an 8 ounce can of tomato sauce (not paste)
½ lb. ground beef
½ tsp. salt
10 small slices of cheese
Italian seasoning (herbs)

Procedure

Pat and push the biscuits into circles about 4 inches across. Put on a baking sheet. Put about 1 tablespoon of tomato sauce on each. Sprinkle very lightly with the Italian seasoning. Bake at 400° until lightly browned (about 10 minutes)

While the mini pizzas bake, crumble the meat into a hot skillet and brown over low heat. Pour off grease and add salt.

Turn oven down to 325° (low). Put some meat and the cheese on each mini pizza. Heat pizzas in oven until cheese is melted. Eat and enjoy!

Makes 10 mini pizzas.

RECIPES

HOPE'S EASY ICE CREAM

Ingredients

6 eggs
2 cups sugar
1 tbsp. vanilla
 $\frac{1}{2}$ tsp. salt
4 cups half and half
4 cups whole milk

Procedure

Beat eggs thoroughly in mixing bowl. Continue beating while adding sugar slowly to be sure sugar is dissolved. Add remaining ingredients. Mix well. Put in freezer can. Replace cover and paddles. Put freezer into the bucket. Pack ice around the freezer can. Add ice cream salt to get ice water, keeping the bucket full. Churn until solid. Take the paddles out of the can before storing in the freezer.

Makes 1 gallon of delicious ice cream.

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Betty, Mini, and Hope
Achievement Motivation Goal B Grade 5

Students are able to:

1. define task analysis as looking closely at a task and deciding why or how it should be done
2. discuss the following steps in task analysis: determine the purpose of the task, break the task into smaller parts, determine if the task parts have to be done individually or need others, decide the order to complete the task parts, and plan a means of evaluating progress
3. discuss two ways task analysis keeps them working toward final task accomplishment

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. steps	3. discuss
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
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13			
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16			
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20			

-

ACTIVITY IDEAS

Grade: Fifth

Content Area: Achievement Motivation

All of us have goals. Some of them may seem so insignificant we do not think of them as goals. If we want something and we are going to try to get it, we are striving for a goal. If you want to make an A on your grade card, this is a goal. Usually when we set a goal, there will be some barrier we have to overcome to attain our goal. Below are some examples of results that could happen in setting a goal, an A in math on your grade card.

GOAL	BARRIER	RESULT
A on your grade card	Wanting to watch TV more than you want to study	C on your grade card

Your goal was not achieved. If you do not want to remove the barrier (turn off the television and study) then you can do one of three things.

1. Accept the C and forget the A, realizing it is your fault.
2. Blame the C on the teacher or some other circumstance, and not face the reality of the situation.
3. Turn off the television and study and continue trying to achieve your goal. Since the only barrier in this case is whether or not you want the A badly enough to overcome the barrier, the decision is yours. However, there may be other pressures besides your own "want to" that may make you strive for the goal. A threat from your parents or teacher or a promise of a reward may make you strive harder or give up entirely. Again, the decision is yours.

GOAL	BARRIER	RESULT
A on your grade card	Lack of ability even though you do study	D on your grade card

Your goal was not achieved. This time you cannot control the situation because you do not have the ability. Your goal is set too high. You can do one of two things:

1. Accept the fact you do not have the ability and strive for a lower grade.
2. Keep trying to achieve that goal and become frustrated at failure.

You may have pressures from parents or teachers to achieve the grade whether or not you have the ability. A sense of failure can cause us to completely abandon our goal and quit trying.

Have each student list a goal, a barrier and a result if the barrier is not removed.

Acquaint the students with the biography of a famous person with a handicap. Invite to the class a handicapped person to describe the events which changed his or her life goals and the new goals he or she now has.

Help sensitize the students to the struggle of these people for "normal" life styles.

Allow the students to plan their own Valentine's party. Brainstorm with the students all the details and plans that must be made before the party can take place. In other words, analyze the task. Once the major areas have been identified, divide the class into small groups and let each group be responsible for an area. The small groups should then analyze their own responsibility and write down their plans, when and where these plans will be done, who will be taking part in these plans, etc. The papers should be turned into the teacher for approval (to check feasibility) and then returned to the group to be carried out.

SELECTED FIFTH GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

Fantasy of the Future

Problem-Solving
Goal B
P. 1, 1, 2, 3,
Grade 5

Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will imagine what their lives might be like in the future.

Performance Indicator(s): Students will be able to: 1) identify a particular time in the future 2) imagine and explain what their environment may be like in the future 3) imagine and explain what their physical bodies may be like in the future 4) imagine and explain what some of their roles may be like in the future.

Activity Objective

Students will imagine what their environment, bodies, and roles will be like in the future.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies/language

Materials/Resources: drawing paper, crayons

Editor's Preparation: be familiar with entire activity

Directions:

Tell the class they will be doing a discussion of their future. Say: "Close your eyes and imagine yourself and your ideal life style twenty years from now. Pretend you arise at 6:00 a.m. and go to bed at midnight. Plan an hourly schedule and describe the activities, people and settings of your ideal day." Imagine what their environment may be like in the future. Imagine what their physical bodies may look like in the future, including height, body build, hair style, strength, etc. Imagine what roles they may have and what these roles may be like in the future.

Have students draw an example of what their future will be like. Students might also want to write a story about themselves to go along with the drawing.

Evaluation: Students should be able to:

- identify a particular time, five years or more, in the future
- explain what their future home and town may be like in the future
- explain what their physical bodies may be like in the future
- explain what some of their roles may be like in the future

(See Evaluation Form for "Fantasy of the Future.")

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

Fantasy of the Future

Problem Solving

Goal B

Grade 5

Students are able to:

1. identify a particular time, five years or more, in the future
2. explain what their future home and town may be like in the future
3. explain what their physical bodies may be like in the future
4. explain what some of their roles may be like in the future

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. time	2. home and town	3. bodies	4. roles
1				
2				
3				
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12				
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ACTIVITY IDEAS

Grade: Fifth

Content Area: Problem-Solving

Have the students search through the yellow pages in the telephone directory to make a list of various social service agencies in the community. Have the students try to find out what services the listed agencies provide. Help them code the list:

E--education

C--counseling

R--referral

\$--financial aid

F--food

Cl--clothing

S--shelter

Rx--medicine

Have a representative from one of the social services come speak to the class as a resource person. Have him or her tell which of the services the agency provides, who delivers the services and how.

Ask students to draw full-length pictures of themselves as they want to look at age 65. They should also describe diseases and infirmities they hope to have. ("What? We don't want any!")

Then have them list health practices they must implement to maximize their health potential at age 65. Have them think in terms of the following categories:

PREVENTIVE MEDICINE			
Diet	Exercise	Safety	Recreation

Health Planners tell us that by modifying current behaviors in the above categories many illnesses and diseases can be prevented.

Invite grandparents to class to discuss with students jobs that have existed but no longer exist. Ask them to suggest jobs that may be obsolete in fifty years.

The following supplementary activity sheets could be used separately or as a booklet to reinforce the concepts found in Goal B.

When there is a problem or
trouble with others

ASK YOUR⁹⁹SELF⁹⁹

Did you talk the problem or situation
over to find out if trouble was meant?

Did you calm down and try to get all
the facts rather than get upset and
into a fight?

Did someone really mean to hit you or
was he/she just playing?

Did someone really mean to hurt you,
or was it an accident?

Would it be possible for you to
ignore some of the things others
might do to try and upset you?

What could **YOU** do if....

Something another student says
or does upsets you?

Get
out of
the
way!

That's
my
Pencil!!

Something the teacher says or
does upsets you?

I
want
your
paper.

Put that
away
now.

Something you do upsets you?

I'm
in
trouble!

I did
it all
wrong.

Problem	How I Feel	What I Do	What Could Be Different
Someone makes faces at me			
Someone hits me			
Someone hits my friend			
my pencil is lost			
Someone pushes me on the bus			
someone takes my paper			
I hit someone			

Problem	How I Feel	What I Do	What Could Be Different

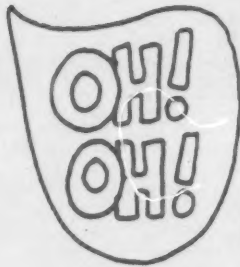
Handle problems With Care

- #1
1. If I have a problem in the classroom, I should _____.
 2. If I have a problem on the bus, I should _____.
 3. If I have a problem in school or on the playground, I should _____.
 4. The people who want to help with problems at our School are _____.
 5. When someone gossips about me _____.
 6. If someone wants me to join them and cause trouble, I _____.
 7. If someone stares at me, I _____.
 8. If someone hits me, I _____.
 9. Our School Rules help _____.
 10. Our Classroom Rules help _____.

Handle problems With Care

#2

1. If I am in a group that causes trouble,
I will be _____.
2. If I get in trouble, I will _____.
3. Ways to get in trouble at our School
are _____.
4. Ways to stay out of trouble at our
School are _____.
5. Before I get upset and start a fight,
I should _____.
6. To find out if something was an accident,
I should _____.
7. Sometimes I can solve my problem by
_____.



If a **problem** happens at our School, here's what to do.

To help us work and play safely together

To help us work and play safely together

I, _____, do promise to abide by
Our School Rules to the best of my ability.

Signed

Date _____

that we thought of Together to help
us work and play well together

that we thought of Together to help
us work and play well together

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

I, , do promise to abide
by the Classroom Rules to the best of
my ability.

Signed _____ Date _____

People in charge,
to help with problems
and trouble situations, are

teachers - _____

principal - _____

counselor - bus driver - school workers

The Problem - Part I

Facts:

Name _____

Date _____

People Involved _____

Where Did Problem Occur _____

What Happened?

What Did You Do?

The Problem - Part 2

What Feelings Do You
Have About Your Actions?

What could You Have
Done Differently?

What Could You Do If
The Problem Happened Again?

One of these days...

I will look like this.

I will live here.

I will do this for fun.

I will do this on most days.

I will be able to do this.

Look into the future and predict what you will be like in 5, 10, 20, 50 years....

This is how old I will be _____.

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will specify those personal characteristics and abilities that they value in themselves and others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade 5

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will analyze how growing up requires more self-control.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations

Goal A

P.I.

Grade 5

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Competency: Students will describe their relationships with family members.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.1.
Grade 5

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will indicate methods that lead to effective cooperation with children and adults.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 5

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will compare the results of their behavior upon others of different ages.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.

Competency: Students will discuss that all people have opinions and beliefs.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will determine the appropriate use of assertive behavior in individual group situations and predict some consequences of that assertive behavior.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will recognize what a life style is and what influences their own life styles.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will explore the various ways information is compiled so people can use it.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and
Processing 1:
Goal C
P.J.
Grade 5

Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Competency: Students will indicate reasons why stereotypes are attached to jobs and groups.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Competency: Students will recognize that both parents and children have rights as well as responsibilities.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Competency: Students will describe the responsibilities involved for a learner.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Competency: Students will recognize that citizens are required to pay taxes to support city, state, and national governments.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 5

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will realize that people obtain rewards for their work.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade 5

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will describe how their values influence what they do.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will describe the necessity of specifically identifying the decision to be made.

Performance Indicator(s):

Activity Objective

Activity

Total Time,

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will define the meaning of "goal" and describe some goals they have achieved.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 5

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe task analysis and how it contributes toward task accomplishment.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Competency: Students will describe resources that are available to help solve problems.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will imagine what their lives might be like in the future.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

FIFTH GRADE GUIDANCE CURRICULUM GUIDE

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FIFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> I Self Understanding <u>Role:</u> Individual <u>Goal:</u> A <u>Obj:</u> 1	Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.	Students are able to: 1. list those situations in which they feel unhappy or angry. 2. describe how they presently deal with situations in which they feel unhappy or angry. 3. describe how they might more effectively deal with situations in which they feel angry.
<u>Content:</u> I Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 2	Students will specify those personal characteristics and abilities that they value in themselves and others.	Students are able to: 1. a) define characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.). b) identify two other persons they know c) provide two examples of personal characteristics and abilities for each of those identified above d) provide three examples of their own personal characteristics and two personal abilities. 2. a) define value: something that is important to a person b) identify four things that they value. 3. provide three examples of personal characteristics and abilities they value in themselves and others. * demonstrate observable behavior (i.e., indications of a willingness to further develop abilities they value; indications of acceptance of characteristics they cannot change, etc.).

FIFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: I</u> Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: C</u> <u>Obj: 2</u>	Students will analyze how growing up requires more self-control. Students are able to: 1. explain what constitutes self-control. 2. explain why and how self-control can be beneficial. 3. provide examples of how growing up requires more self-control.	Students are able to: 1. a) define self-control: to have power over one's actions or feelings. b) provide three examples of self-control (i.e., stopping angry behavior, not eating a candy bar before dinner, not screaming when a mistake is made, etc.). 2. explain two reasons why and how self-control can be beneficial (i.e., makes yourself and others happier, gets more accomplished, allows a person to be what they really want to be, get along with others better, etc.). 3. provide three examples of how different amounts of self-control are required at different ages (i.e., 1 year old does not use much self-control, 3 year old is learning not to hit others, 5 year old learns to try not being sassy, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to exhibit more self-control in circumstances and relationships at school, etc.).

FIFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> II Inter- personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 2	Students are able to: 1. discuss what constitutes pride. 2. provide examples of situations when they and/or have felt proud of their accomplishments. 3. provide examples of ways they exhibit acknowledgement of pride.	Students are able to: 1. define pride as feeling good about what they have done; self-respect; self-satisfaction. 2. provide two examples of situations when they and/or others have felt proud (i.e., when they have tried hard, reached a goal, succeeded, overcome an obstacle, helped others, etc.). 3. a) provide one example of how they acknowledge their own pride (i.e., jumping, smile, share happiness with others, etc.). b) provide two examples of how they acknowledge someone else's pride (i.e., verbal communication of happiness for them; nonverbal communication of them--clapping, smile, hug, pat...; encouragement, etc.). * demonstrate observable behaviors (i.e., indications that they can appropriately acknowledge their own pride at school, indications that they are becoming able to acknowledge someone else's pride, etc.).
<u>Content:</u> II Inter- personal Relations <u>Role:</u> Individual <u>Goal:</u> B <u>Obj:</u> 1	Students are able to: 1. describe their relationships with persons living with them, related or not.	Students are able to: 1. a) review the meaning of relationship: a connection with another person. b) describe their relationships with the adults living with them (i.e., mother, father, step-parent, grandparent, aunt, uncle, friend, etc.). c) if applicable, describe their relationship with the other children (both older and/or younger) living with them (i.e., brother, sister, cousin, friend, etc.).

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FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss that relationships differ just as individuals differ.	2. describe how their relationships differ among their family members (i.e., differences in intensity, differences in needs to be fulfilled, differences in interests, etc.).
<u>Content:</u> II Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 2	Students will indicate methods that lead to effective cooperation with children and adults.	Students are able to: 1. define cooperation as working together toward a common goal. 2. describe the methods that lead to effective cooperation. 3. indicate which methods they use in cooperating with children and adults.	Students are able to: 1. a) define cooperation as working together toward a common goal. b) describe two situations where they have showed cooperation. 2. describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participation, encouragement, and perceptive communications skills. 3. a) describe two ways they cooperate with children and adults. b) indicate which methods of cooperation they used in the examples above. * demonstrate observable behaviors (i.e., show a growing ability to successfully cooperate with both children and adults, etc.).

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FIFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> III Expressing Ideas <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will discuss that all people have opinions and beliefs.	Students are able to: 1. recognize the difference between a belief and an opinion. 2. discuss that all people have opinions. 3. discuss that all people have beliefs.

FIFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> III <u>Expressing Ideas</u> <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 2	Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior. Students are able to: 1. describe individual and group situations where assertive behavior can appropriately be used. 2. indicate what criteria should be considered when determining whether or not to use assertive behavior. 3. predict some possible consequences of assertive behavior in a variety of situations.	Students are able to: 1. a) describe one individual situation when assertive behavior would be appropriate (i.e., when someone cuts in line, when someone breaks something that is theirs, when they would like to meet someone new, etc.). b) describe one group situation when assertive behavior would be appropriate (i.e., when persons are being too noisy in the library, when expressing viewpoints during a discussion, when a clique is trying to exclude them, etc.). 2. indicate the following criteria that should be considered when determining whether or not to use assertive behavior: • will the behavior enhance their own self-respect and dignity • will the behavior interfere with others' safety or self-respect • what possible consequences might occur from using such behavior • are the risks involved acceptable. 3. a) describe two situations when assertive behavior could be used. b) predict some possible acceptable consequences if assertive behavior were used in the example situations. c) predict some possible unacceptable consequences if assertive behavior were used in the example situations. * demonstrate observable behaviors (i.e., demonstrate a beginning ability to use assertive behavior appropriately in individual or group situations at school, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> IV Gathering & Processing <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will recognize what a life style is and what influences their own life styles.	Students are able to: 1. describe what constitutes a life style. 2. describe a variety of life styles and the factors that influence those life styles. 3. describe their own life styles and factors that influence those life styles.
<u>Content:</u> IV Gathering & Processing <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will explore the various ways information is compiled so people can use it.	Students are able to: 1. provide examples of times when they have needed information. 2. describe a variety of sources of information.

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Competency	Performance Indicators	Suggested Performance Levels
		3. describe how these sources compile their information so other people can use it.
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students will indicate reasons why stereotypes are attached to jobs and groups.	Students are able to: 1. identify stereotypes that are attached to jobs. 2. identify stereotypes that are attached to groups of people. 3. identify why those stereotypes are attached to certain jobs and groups.

3. describe how the sources identified in #2 compile their information so other people can use it (i.e., library: card files organized according to subject matter and the decimal system; phone book: alphabetically organized and the yellow pages are organized according to subject-matter; other persons: memory card files, personal library, etc.; museums: exhibits organized according to subject matter, regional location, or time periods; etc.).

Students are able to:

1. identify two stereotypes that are attached to jobs (nurses are women, jockeys are short, janitors are men, basketball players are tall, etc.).
2. identify two stereotypes that are attached to groups of people (i.e., men are strong, teenagers are bad drivers, senior citizens are scary, etc.).
3. identify one possible reason for each stereotype's existence, using the examples from #1 and #2 (i.e., all football players are men/a man's physical build is usually better suited for blocking and tackling; jockeys have to be short/short stature puts less weight on the horse and offers less wind resistance, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V <u>Rights & Responsibilities</u> <u>Role:</u> Individual <u>Goal:</u> A <u>Obj:</u> 1	Students will recognize that both parents and children have rights as well as responsibilities.	Students are able to: - review the responsibilities of both parents and children. - describe some rights which children have. - describe some rights which parents have. - discuss how respect for the rights of parents and children contributes toward a satisfactory family life.
		Students are able to: - review two responsibilities of children and three responsibilities of parents (see examples under 4th grade). - describe three rights which children have (i.e., food, clothing, shelter, a place to sleep, physical and medical care, education, emotional support, respect, protection under the law, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--George Coce 74-111 (1977), 32-2111 (1945), 32-1009 (1919). - recognize that different families will view rights differently. - describe two rights which parents have (i.e., protection under the law, to make decisions in their own home, respect, buy and sell or rent a home, etc.). - recognize that parental rights will be viewed differently in different families. - include three of the following points in their discussion: - when physical and health rights are met, then family tasks can be accomplished satisfactorily - when emotional and mental health rights are met, then family members feel worthwhile and confident about accomplishing family tasks - when educational rights are met, then family members mature and are better able to accomplish family tasks - family members whose rights are being respected and met are better able to care for and work with those around them.

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V <u>Rights & Responsibilities</u> <u>Role:</u> Learner <u>Goal:</u> B <u>Obj:</u> 1	Students will describe the responsibilities involved for a learner.	Students are able to: 1. identify a variety of learner responsibilities. 2. discuss why a knowledge of these responsibilities is beneficial. 3. describe how the responsibilities of learners apply in their lives.
		Students are able to: 1. a) list four learner responsibilities (i.e., regular school attendance, finish work assignments, ask if they do not understand a concept, respect others' learning rights, attentiveness, development of study skills, etc.). b) recognize that the extent of their learning is greatly influenced by how they meet learner responsibilities. 2. discuss one reason why a knowledge of these responsibilities is beneficial (i.e., knowledge of their responsibilities helps them to understand what they should do, knowledge of responsibilities enables them to recognize when they are not meeting responsibility, knowing their responsibilities aids in supporting others' rights, etc.). 3. a) describe three responsibilities of learners (see #1a for examples) b) describe how these three responsibilities apply in their lives, particularly in the school setting c) describe two reasons why they would want to meet their learner responsibilities (i.e., prepare for the future, allows them to be better persons, is required by law, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Citizen <u>Goal:</u> C <u>Obj:</u> 1	Students will recognize that citizens are required to pay taxes to support city, state, and national governments.	Students are able to: 1. describe the major kinds of taxes a citizen has to pay. 2. describe those taxes their family members pay as citizens of their city, state, and country.
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Consumer <u>Goal:</u> D <u>Obj:</u> 1	Students will discuss why the ability to compare and to determine quality are important skills for consumers.	Students are able to: 1. a) describe four major taxes that citizens are required to pay: federal income tax, social security tax, state income tax, and sales tax b) recognize that these taxes apply when a citizen has earned a certain amount of money or in the case of the sales tax when a citizen buys something. 2. a) describe the major taxes their family members, particularly parent(s) or guardian(s) pay as citizens b) compare the amount of taxes to the total income.
	Students are able to: 1. discuss the concept of "quality" as it pertains to products or services the consumer is interested in. 2. describe the ability to compare as a consumer skill. 3. discuss why the ability to compare and to determine quality are important for consumers today.	Students are able to: 1. a) define quality as the degree of excellence or superiority; a product or service being very good in many different aspects b) describe two things a consumer looks for in services or products when determining good quality (i.e., careful and talented workmanship, correct ingredients or materials, appropriate style or behavior, etc.). 2. a) define a consumer's ability to compare as being able to match one product or service to another similar product or service and decide which is best b) describe three characteristics of products or services that consumers may want to compare (i.e., quality, price, style or kind, appropriateness, quantity, etc.). 3. discuss two reasons why the ability to compare and to determine quality are important for consumers today (i.e., wise use of their money, less chance of getting cheated, best choice to fulfill their need or desires, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Producer <u>Goal:</u> E <u>Obj:</u> 1	Students are able to: 1. describe the concept of reward. 2. describe a variety of rewards people obtain for their work. 3. recognize the two basic types of rewards.	Students are able to: 1. describe reward as return made for something done. 2. describe three different rewards people get for their work (i.e., money, services, respect, praise, pride, etc.). 3. a) recognize that there are extrinsic rewards: rewards that are given to the worker by others and that are dependent on external criteria b) name one extrinsic reward (i.e., money, praise, etc.). c) recognize that there are intrinsic rewards: rewards that come from inside the worker and that are dependent on internal criteria d) name one intrinsic reward (i.e., self-satisfaction, pride, etc.).
<u>Content:</u> VI Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students are able to: 1. provide examples of their values. 2. provide examples of their various activities. 3. discuss how their values influence what they do.	Students are able to: 1. provide two examples of things they value. 2. provide three examples of their favorite activities (i.e., at home, school, neighborhood, etc.). 3. include in their discussion examples of how the values from #1 can influence the activities identified in #2.

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VI Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 2	Students are able to: 1. tell that identifying the decision to be made is the first step of the decision-making process. 2. describe the process of specifically identifying the decision to be made.	Students are able to: 1. a) review the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision) b) describe what it means to identify the decision to be made (i.e., isolating the specific problem, goal, or judgment to be decided upon). 2. a) describe the steps involved in the process of identifying the decision to be made: • identify the major decision to be made • determine if this major decision can be broken down into smaller decisions that should be made • determine the order of the smaller decisions to be made b) recognize that this process of identification often occurs without conscious effort for even their smallest decisions (i.e., deciding what to wear in the morning; deciding what is acceptable dress for where they are going, deciding what is appropriate considering the weather, deciding what is appealing to their taste in clothes or mood, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. describe some results if the decision to be made is not specifically identified.	3. describe two results if the decision to be made is not specifically identified (i.e., confusion, sidetracked from major decision or goal, feelings of being overwhelmed by too large of a decision, etc.). * demonstrate observable behaviors (i.e., exhibit a beginning ability to specifically identify decisions they must make, show a willingness to make decisions, etc.).
<u>Content:</u> VI Valuing & Decision- Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 2	Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision. Students are able to: 1. identify a major decision they think they will need to make. 2. determine the smaller decisions involved as part of making the larger decision.	Students are able to: 1. identify the following as the major decision they will think they will need to make: what job they want to do when they grow up. 2. determine three smaller decisions involved as part of deciding what job they want to do when they grow up (i.e., deciding on their interests, deciding on the education required for a job, deciding on the availability of a job, deciding on how to learn or practice the skills of a job, etc.). * demonstrate observable behaviors (i.e., exhibit a growing ability to specifically identify decisions--small and large--that they must make, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students are able to: 1. define the meaning of "goal." 2. describe some goals they have now. 3. describe some goals they have already achieved.	Students are able to: 1. define "goal" as something they are aiming for and striving to achieve; something desired, etc. 2. describe two goals they presently have (i.e., to get a good grade in math, to go to college, to get a job as a jockey, to own a motorcycle, etc.). 3. a) describe one goal they achieved before they started to school (i.e., walking, learning to count, spelling their name, etc.) b) describe two goals they have achieved while in school (i.e., to own a bicycle, to get a good grade in science, to learn to read, etc.).
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students are able to: 1. define task analysis and discuss the steps it involves.	Students are able to: 1. a) define task analysis as looking closely at a task and deciding why it should be done and how it should be done. b) discuss the following steps involved in task analysis: • determine the purpose of the task • break the task down into smaller task-parts • determine if the task-parts have to be done individually and/or need support from others • decide the order in which the task-parts should be accomplished to achieve overall total task accomplishment • plan ahead for a means of appropriately evaluating their progress.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how task analysis keeps them working toward final task accomplishment.	2. discuss two ways task analysis keeps them working toward final task accomplishment (i.e., they can preview and review each step or part as they go, planning encourages efficient use of their time, knowing the purpose of a task can provide incentive, etc.).
<u>Content:</u> VIII Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will describe resources that are available to help solve problems.	Students are able to: 1. recognize that their choice of help for a problem is determined by the type of problem they are having. 2. discuss the benefits of getting help for those problems they cannot solve themselves. 3. describe resources that are available to help solve their problems.	Students are able to: 1. describe two different types of problems and indicate who or where they could go to for help in solving those problems (i.e., house on fire/ fireman, illness/doctor, problem with anger/ counselor, confused with homework/teacher, etc.). 2. discuss two benefits of getting help for those problems they cannot solve themselves (i.e., gain more information about problem and/or self, expands number of alternatives if a decision is to be made, emotional support during problem situation, etc.). 3. describe four resources that are available to help solve their problems (i.e., parents, teachers, counselors, siblings, informative books, dictionary and encyclopedias; persons in the community such as firemen, policemen, doctors, lawyers, social workers, therapists, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VII Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 2	Students are able to: 1. identify a particular time in the future. 2. imagine and explain what their environment may be like in the future. 3. imagine and explain what their physical bodies may be like in the future. 4. imagine and explain what some of their roles may be like in the future.	Students are able to: 1. identify a particular time, five years or more, in the future. 2. include in their explanation a description of their future home and town. 3. include in their explanation a description of such things as their height, body build, hair style, strength, etc. 4. include in their explanation a description of what they expect their families, work, leisure activities, buying habits, and learning experiences to be in the future. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project themselves into the future, etc.).

KEY: ✓ : the child has accomplished this step
 W : the child is still working on this step
 □ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS			
		1	2	3	4
Self Under-standing	Determine when he/she feels unhappy or angry & how to deal with such feelings				
	Specify personal characteristics & abilities he/she values				
	Analyze how growing up requires more self-control				
Interpersonal Relations	Recognize pride in accomplishments; acknowledge that pride				
	Describe relationships with family members				
	Indicate methods leading to cooperation between children & adults				
	Compare results of personal behavior on others of different ages				
Expressing Ideas	Discuss that all people have opinions and beliefs				
	Determine appropriate use of assertive behavior; predict consequences of that behavior				
Gathering & Processing Information	Recognize what life style is & what influences his/her life style				
	Explore various ways information is compiled for use				
	Indicate reasons stereotypes are attached to jobs & groups				
Rights & Responsibilities	Recognize parents and children have rights as well as responsibilities				
	Describe the responsibilities involved for a learner				
	Recognize taxes are required from citizens for government support				
	Discuss why comparing & determining quality are important consumer skills				
	Realize producers obtain rewards for their work				
Valuing & Decision Making	Analyze how personal values influence what he/she does				
	Describe the necessity of specifically identifying decisions				
	Generate & increase alternatives to a decision by gaining more information				
Achievement Motivation	Define goal; describe goals he/she has achieved				
	Describe task analysis & how it contributes toward accomplishment				
Problem Solving	Describe resources that are available to help solve problems				
	Imagine what his/her life might be like in the future				

Progress Report Cover (Fold at center)

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PARENT/STUDENT COMMENTS

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TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE FIVE

Student _____	Year _____
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School _____	Teacher _____
Counselor _____	Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.